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ABSTRACT

This document deals with testing in communication arts for seventh graders in Missouri public schools. The document first provides an article about adventures on and around an island near the coast of Nova Scotia entitled "The Secret of the Oak Island Money Pit" (Sharon Barry). The document instructs students to read the article and then answer Items 14 through 17. The document then provides scoring guides for these Session 1 Items and for a writing prompt in Session 2. It also includes a glossary of terms for the Communication Arts MAP Test. (NKA)

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Missouri Assessment Program
Spring 2001

Communication Arts

Released Items
Grade 7

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Missouri Department of Elementary and Secondary Education

CS 510 626

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Directions

This article is about adventures concerning an island near the coast of Nova Scotia. Read the article. Then answer Numbers 14 through 17.

The Secret of the OAK ISLAND MONEY PIT

by Sharon Barry

ONE summer day in 1795, a teenage boy named Daniel McGinnis was exploring a tiny island off the coast of Nova Scotia:He came upon a clearing in the woods. In the center stood a huge oak tree with part of a limb sawed off. Beneath the limb was a large, saucer-shaped hollow in the ground. Daniel knew that pirates once cruised the coast of Nova Scotia. Was this, Daniel wondered, the site of buried treasure?

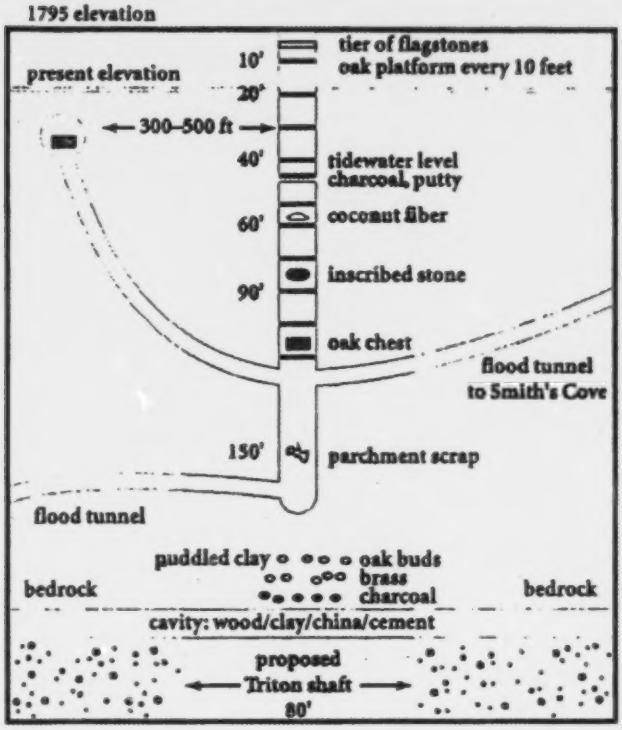
He returned the next day with shovels and two friends. The boys began digging. Two feet down they came upon a layer of flagstone-a type of stone not native to the area. Underneath, they found a round shaft 13 feet wide. It was filled with clay and loose, sandy soil.

For several weeks the boys kept digging. Ten feet down they struck a platform of oak logs. They found another at 20 feet-and another at 30. But the boys realized that they had gone as far as they could for the time. They abandoned the dig.

Little did Daniel and his friends realize that they had started one of the world's longest ongoing treasure hunts. Today searchers are still trying to find out what, if anything, lies at the bottom of the mysterious shaft on Oak Island. Millions of dollars have been spent on the search. Six men have died.

THE HOLE'S DESIGN

The World's Most Secure Bank



The Oak Island Money Pit is an ingeniously designed system of cross-tunnels and booby traps. Over time, many clues and artifacts have been discovered in the 200-foot shaft, but as yet not a single doubloon of pirate gold has been recovered. Among the objects found at the site was a pair of Spanish-American scissors.

No treasure has yet been found, but the search goes on.

In 1803, Daniel, now a young man, returned to the dig with a search group. One evening, at a depth of 98 feet, a searcher's crowbar struck a large object that felt like wood—a treasure chest, perhaps? Convinced that success was near, the men went home to rest until daylight returned. The next morning, they found the pit nearly filled with water!

Daniel and his group had no success removing the water. They gave up the search for good. Later search groups met with the same water problem. Not until 1850 did someone discover why: The Money Pit (as the shaft had come to be called) was booby-trapped. Two long tunnels led to the pit from the ocean. Whenever anyone reached a certain level, the trap was sprung. Water flowed through the tunnels and flooded the pit, preventing searchers from digging deeper.

Over the years hundreds of shafts have been sunk into Oak Island. Searchers have found that a maze of chambers and tunnels, some deeper than 200 feet, lies below the surface. Engineers estimate that the maze would have taken 20 people two years to complete. Who performed this amazing feat of construction—and for what purpose? Therein lies the mystery.

Many believe the site holds pirate treasure. There is evidence for this view. After his capture, the pirate Captain Kidd offered to reveal the

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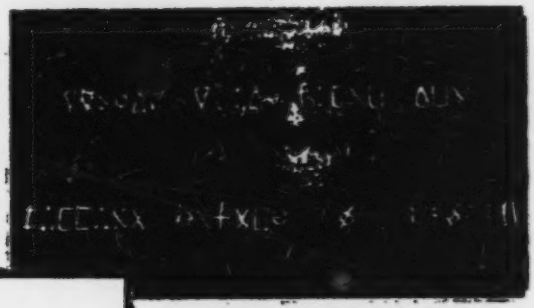
whereabouts of his loot in exchange for his life. The offer was refused. Some think the revelation would have led to Oak Island. Similarly, Blackbeard boasted that his treasure was hidden "where none but Satan and myself can find it." It's a fitting description for the Money Pit.

Other theories, since disproven, have suggested that the Money Pit contained the French crown jewels or millions in American Revolutionary War dollars. Some people now believe the pit may hold the priceless, long-lost original manuscripts credited to William Shakespeare. The plays, the people say, were actually written—and hidden—by another Englishman, Francis Bacon.

Whatever the answers, the mystery may soon be solved. A group of searchers called the Triton Alliance Ltd. has resolved to uncover "totally and forever" the secret of Oak Island. At a cost of ten million dollars, the group is digging an enormous hole at the site. Within a year or two, the searchers could unearth treasure worth billions of dollars—or no treasure at all. They hope, at the very least, however, to answer the burning questions *who? what? when? how?* and *why?*



A stone discovered in the pit in 1803 showed markings that excited diggers. A translation reads: "Forty feet below, two million pounds are buried."

Celebrity Treasure Seekers

The promise of pirate treasure on Oak Island has also attracted the attention of the rich and famous. Millionaire Vincent Astor and Admiral Richard Byrd (known for his explorations of Antarctica) were both fascinated by the story of the Money Pit. Actor Errol Flynn, who made his name in swashbuckling adventure films, was also intrigued by the mystery of Oak Island. Perhaps the most famous person on whom the Money Pit cast its spell was Franklin Delano Roosevelt, the thirty-second president of the United States. In 1909, while still a young law clerk, Roosevelt visited Oak Island and bought shares in a company set up to excavate the Money Pit. Nearly twenty years later, President Roosevelt wrote the following words to the man then in charge of the Money Pit's excavation: "I wish much I could have gone up the Coast this summer and visited Oak Island and seen the work you are doing—for I shall always be interested in that romantic spot."

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14 There are several mysteries about the Money Pit that remain unsolved. Identify <u>two</u> of them using details and/or examples from the article.

1. _____

_____

2. _____

_____

15 Explain why the shaft on Oak Island has been given the nickname "the Money Pit." Use details and/or examples from the article to support your explanation.

_____

_____

_____

_____

_____

_____

16 Explain how Daniel McGinnis's approach to finding the treasure is different from Triton Alliance Ltd.'s approach. Use details and/or examples from the article to support your explanation.

17 According to the article, Triton Alliance Ltd. is spending ten million dollars to dig an enormous hole at the site of the Money Pit. Are the possible benefits to Triton Alliance Ltd. worth spending that amount of money? Explain why or why not. Use details and/or examples from the article to support your answer.

Missouri Assessment Program
Spring 2001

Communication Arts
Released Items
Scoring Guide
Grade 7

Missouri Communication Arts Scoring Guide
2001 Operational Test
Grade 7

Session:	**1**
Item No.:	**14**
Page No.:	**15**
Content Standard(s):	**3, 5**
Process Standard(s):	**3.5**

Item 14

There are several mysteries about the Money Pit that remain unsolved. Identify <u>two</u> of them using details and/or examples from the article.

Example of a top score-point response

1. Who constructed the confusing maze of tunnels under the earth?
2. Is there actual buried treasure, or something else like Shakespeare's writings?

Other possible responses

- Are there other stones with clues?
- When was the Money Pit constructed?
- How was it constructed?

Score Points

2 points	The response includes two unsolved mysteries related to the Money Pit.
1 point	The response includes only one unsolved mystery related to the Money Pit.
0 points	Other

Missouri Communication Arts Scoring Guide
2001 Operational Test
Grade 7

Session:	**1**
Item No.:	**15**
Page No.:	**15**
Content Standard(s):	**3, 5**
Process Standard(s):	**1.6**

Item 15

Explain why the shaft on Oak Island has been given the nickname "the Money Pit." Use details and/or examples from the article to support your explanation.

Examples of top score-point responses

- It is a deep hole in the ground and people think that there is some kind of treasure at the bottom of it, like Captain Kidd's buried treasure, or the original Shakespeare plays that might have been written by someone else.
- People have invested a lot of money over the years to find the treasure, but have not struck gold! They are still looking.
- People say that pirates cruised the area and buried their treasure. They have been trying to find hidden treasures in this "money pit" for hundreds of years.

Score Points

2 points	The response includes a reasonable explanation of why the shaft has come to be called the "Money Pit" and uses details and/or examples from the article as support.
1 point	The response includes a reasonable text-based explanation, but is overly general or simplistic.
0 points	Other

Missouri Communication Arts Scoring Guide
2001 Operational Test
Grade 7

Session:	**1**
Item No.:	**16**
Page No.:	**16**
Content Standard(s):	**3, 5**
Process Standard(s):	**3.6**

Item 16

Explain how Daniel McGinnis's approach to finding the treasure is different from Triton Alliance Ltd.'s approach. Use details and/or examples from the article to support your explanation.

Example of a top score-point response

Their methods are totally different because Daniel McGinnis just brought a few friends and worked with hand tools, but Triton Alliance is spending ten million dollars and digging an "enormous" hole.

Score Points

2 points	The response includes a reasonable explanation of the difference in approaches and uses details and/or examples from the article as support.
1 point	The response includes a reasonable text-based explanation, but is overly general or simplistic.
0 points	Other

Missouri Communication Arts Scoring Guide
2001 Operational Test
Grade 7

Session:	**1**
Item No.:	**17**
Page No.:	**16**
Content Standard(s):	**3, 5**
Process Standard(s):	**3.8**

Item 17

According to the article, Triton Alliance Ltd. is spending ten million dollars to dig an enormous hole at the site of the Money Pit. Are the possible benefits to Triton Alliance Ltd. worth spending that amount of money? Explain why or why not. Use details and/or examples from the article to support your answer.

Examples of top score-point responses

- Yes, it is a good way to spend the money. People have been wondering about the Money Pit for over two hundred years and will probably keep wondering about it for another two hundred unless someone figures out the mystery. The treasure will probably be worth more than ten million if they find it.

- No way! There are people starving in the world and people without homes. It's a ridiculous waste of money to spend millions of dollars on finding so-called buried treasure. For all we know, the whole thing is a hoax and nothing valuable is buried there!

Score Points

2 points	The response includes a reasonable explanation of why the expense is justified or not and uses details and/or examples from the article as support.
1 point	The response includes a reasonable text-based explanation, but is overly general or simplistic.
0 points	Other

Missouri Communication Arts Scoring Guide
2001 Operational Test
Grade 7

Writing Prompt
Session 2

4 Points

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- Has a beginning, middle, and end.
- Uses paragraphing.
- Contains a controlling idea.
- Generally progresses in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- May use imprecise language.
- Contains sentences that are generally clear, but lack variety in structure.
- May use writing techniques.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

Missouri Communication Arts Scoring Guide
2001 Operational Test
Grade 7

1 Point
The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.

Please use ONLY a Number 2 pencil for this session.

Session 2

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WRITING

Directions

Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.

Then use the separate paper your teacher has given you for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing).

After you finish your prewriting activity, write your first draft on the separate paper your teacher has given you. Look back at your prewriting activity for ideas.

Writing Prompt

In the article "The Secret of the Oak Island Money Pit," Daniel McGinnis and others want to learn more about something that is a mystery. Write a paper about something you would like to learn more about and explain how you could learn more about it.

Go On

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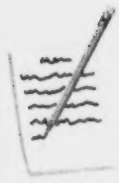
Directions

Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

Writer's Checklist

- ☐ My paper has a beginning, middle, and end.
- ☐ My paper uses paragraphing appropriately.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper stays on the topic.
- ☐ My paper includes details and examples.
- ☐ My paper uses precise and vivid language.
- ☐ My paper includes a variety of sentence structures.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 5 through 9.



Please use ONLY a Number 2 pencil to write your final copy.

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Go On

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STOP

Glossary of Terms
for the Communication Arts MAP Test

"Addresses the Topic": Writing that shows a clear relationship between the writing prompt and the controlling idea of the paper.

"Another Word": A phrase used on the Communication Arts MAP Test instead of the word "synonym."

Awareness of Audience: Writing for a specific purpose with a specific individual or group in mind (for example, parents, peers, or a group of people who share a particular view of life or opinion).

Cause and Effect: Describes the connection between a cause (or reason) and its effects (or results). A cause makes something occur; an effect is the outcome of the cause.

Chart: Something written or drawn that presents information in an organized, easily-viewed form. Usually includes labels for clarity. A type of graphic organizer.

Classify: To place persons or things together in a group because they are similar in some way.

Clustering: A form of graphic organizer used to group ideas around a theme, characteristic, category, or word. Clustering is most often used as a prewriting activity to generate ideas, but may also be used to demonstrate understanding of reading. "Webbing" is a related term, and is often used synonymously.

Cohesive Devices: Elements that bind the writing together as a whole. Cohesive devices may include a logical method of sentence arrangement; pronouns that refer to previous sentences; repetition of words, synonyms, or ideas to create an effect; parallel sentence structure; or transitional words such as "first," "last," and "also."

Comparison/Contrast: A process of identifying similarities and/or differences. For example, on the Communication Arts MAP Test, students might be asked to compare the motivations of the main characters from two different passages or to create a graphic organizer to show the differences between the plot lines of two passages.

Constructed Response: Items that require students to supply rather than select an appropriate answer or response. Most constructed response items on the Communication Arts MAP Test require a response with supporting details and/or examples in order to receive full credit.

Controlling Idea: In writing, the implicit or explicit message maintained throughout a piece of writing. "Main idea" is a related term used in reading.

Demonstrate: To describe or explain by use of examples.

Descriptive Language: Language that uses details that appeal to the senses so that a reader may easily imagine how something looks, sounds, feels, tastes, or smells. Often called "sensory details," descriptive language may be literal or figurative.

Detail: An individual and specific piece of information. In the constructed response portion of the Communication Arts MAP Test, the term "detail" refers to specific text-based support of an answer. Students are also expected to use "specific and relevant details" in their writing in session 2 of the test.

Diagram: A plan or sketch that shows individual parts and their spatial relationships to each other and/or to the whole (for example, directions for assembly). A type of graphic organizer.

Draft (Rough Draft): A preliminary version of a piece of writing. Beginning with the Spring 2000 Communication Arts MAP Test, students will do their rough drafts on their own paper instead of in the test booklet.

Evaluate: To make a judgement of quality based on evidence.

Figurative Language: Writing or speech not intended to be interpreted literally. Figurative language is written or spoken to create a special effect or feeling. Examples include figures of speech such as simile, metaphor, hyperbole, personification, irony, paradox, and oxymoron.

Final Copy: The final version of a piece of writing, created after revision. On the Communication Arts MAP Test, the final copy is the version of the student's writing that is written into the test booklet.

Freewriting: The process of writing quickly and freely on any topic. Freewriting is often used as a prewriting activity before a more formal drafting process.

Graph: Something written or drawn that shows comparisons or relationships. Common forms include bar graphs and line graphs. A type of graphic organizer.

Graphic Organizer: A visual device for organizing information around a concept, theme, or topic (for example, charts, graphs, Venn diagrams, mind maps, webs, drawings, etc.). On the Communication Arts MAP Test, graphic organizers are given and sometimes partially tilled in for 3rd grade students. At the 7th and 11"' grade levels, graphic organizers are sometimes given for students to fill in, while at other times students must create and till in their own organizers.

Holistic Scoring: With holistic scoring, a response is scored based on an overall impression arrived at by the scorer according to specific, written criteria. All criteria found in the scoring guide are considered equally important. Holistic scoring is used only to score the writing portion of the Communication Arts MAP test (Session 2). The scoring guide used to score this portion of the test is available to all school districts.

Illustrate: To draw pictures, either literally or figuratively.

Label: Identifying different parts of a whole. On open-ended graphic organizers (found at the middle school and high school levels on the Communication Arts MAP test) students are asked to "label [their] graphic organizer[s] appropriately." Titles, headings, and legends are examples of labels.

Main Idea: In reading, the implicit or explicit message of a written work. "Controlling idea" is a related term in writing.

Mind Mapping: A form of graphic organizer that addresses the different modalities of learners by using illustrations, symbols, colors, and words to represent understanding. Mind mapping may also be used as a prewriting activity.

Mood: The feeling created in the reader by a literary passage.

Narrator: The person or character who is telling the story.

"Opposite": A term used on the Communication Arts MAP Test instead of the term "antonym."

Passage: A written work, in part or whole, used as stimulus material for test items.

Performance Event: A problematic situation posed by a prompt that requires multi-step problem solving often supported by explanation. On the Communication Arts MAP Test, the performance event involves writing a paper to a prompt.

Precise Language: Words that clearly express meaning; words that are exact and definite.

Prewriting Activity: An activity used to generate and organize ideas prior to writing. Examples of activities that might be used as prewriting activities include brainstorming, clustering, freewriting, mind mapping, and outlining.

Problem: A question to be considered, solved, or answered.

Revise: To change a piece of writing to improve it in style or content; may include adding or deleting ideas, reorganizing, and correcting mechanical errors.

Scoring Guide: A device used to assess performance based on a list of specific criteria. The term "rubric" is often used instead of "scoring guide."

Summary: A condensed version of a story or reading passage that includes the main points of the beginning, middle, and end. On the Communication Arts MAP Test, the words "In your own words.. ." will be used at the elementary level to begin items calling for summary writing. The word "summarize" will be used at the middle school and high school levels.

Text-Based Support: A term used in many of the scoring guides for constructed response items on the Communication Arts MAP Test. "Text-based support" refers to the use by a student of specific details and examples from the reading passage to support his or her answers.

Thesis Statement: A controlling statement to be supported in a piece of writing.

Tone: The author's attitude toward his or her material, audience, or both.

Topic: The subject of the writing.

Topic Sentence: A sentence that states the main idea of the paragraph.

Venn Diagram: A form of graphic organizer that uses overlapping circles to identify similarities and differences.

Vivid Language: Words that help the reader see, feel, smell, taste, and hear the subject; words that evoke realistic images. See "Descriptive Language."

Voice: A stylistic effect that allows a reader to identify a writer's personality through the written word.

Webbing: A graphic organizer that may be used as a prewriting activity to generate many ideas around a concept, theme, or topic, or as a graphic representation of a student's understanding of his or her reading. "Clustering" is a related term, and is often used synonymously.

Writer's Checklist: A list of criteria used by a writer to self-check his or her writing to determine revision needs. On the Communication Arts MAP Test, the writer's checklist precedes the final copy and is a condensed version of the full writing scoring guide used to score the writing portion of the test.

Writing Prompt: One or more sentences that provide the student with a situation or topic about which to write and the directions for the writing. It serves to stimulate a written response from the student. There is no specific answer to the prompt; however, the student's response should relate to the prompt.